Saxon Way Primary School – Curriculum Yearly Overview 2020-21

	Year Group: 3					
	AUTUMN		**SPRING**		**SUMMER**	
	TERM 1	**TERM 2**	**TERM 3**	**TERM 4**	**TERM 5**	**TERM 6**
TOPIC TITLE	**Egyptians**	**Rocks and Fossils**	**Stone Age**	**Day and Night**	**Forces**	**GAF – Reimagining Communities**
SUBJECT	7 weeks (first 3 days for induction)	7 weeks	6 weeks	6 weeks	6 weeks	6 weeks 3 days
English Text	**TEXT** • **Diary of a Killer Cat – transition** • Secrets of a Sun King (Fiction) • The Story of Tutankhamun • The Pointless Pyramid by Philip Wooderson	**TEXT** • The life of Mary Anning	**TEXT** • UG Boy Genius of the Stone Age • Stig of the Dump	**TEXT** • The Minpins by Roald Dah • The Owl Who was Afraid of the Dark	**TEXT** • The Enormous Turnip – from the perspective of 'forces' • The Iron Man	**TEXT** • The Borrowers by Mary Norton
English	• Sentence structure • Grammar Focus – determiners with a/an use • Use of description • Introduce paragraphs • Dictation short phrases • Use co-ordinating conjunctions	• Story structure • Similes and metaphors • Dictation short phrases • Use co-ordinating conjunctions(so when, before, after while, because)	• Information text • Headings and sub-headings • Write from memory simple sentences dictated by the teacher • Prefixes un, dis, re, pre mis • Introduce direct speech	• Draft and write narratives • Create settings, characters and plots • Rhetorical questions • Suffixes – use -ly • Homophones • Onomatopoeia • Comparative language • Idioms (simple)	• Instruction text • reports • Extended writing • Persuasive writing • Sub ordinating phrases • Fronted adverbials • Adverbials • Technical vocabulary	• Play scripts • Fact files • Narratives • Grammar consolidation
Maths	**Place Value** Order and compare Count in multiples of 4.8,50 and 100 100 more/less Read/write numbers to 1000 Word problems	**Addition and Subtraction** +/- numbers mentally incl. 3dn and ones; 3dn and tens; 3dn and hundreds +/- numbers with up to 3 digits Estimate calculation	**Multiplication and Division** Count in steps of 2,3 and 5 Recall multiplication and division facts for 2,5 and 10 times tables Odd and even	**Number: Place Value and 4 ops.** Commutative understanding Problem solving using all four operations Reasoning **Measurement – Money**	**Measurement – Time** Tell and write the time from an analogue clock using Roman Numerals 12 and 24 hour clock Estimate and read to the nearest minute	**Fractions** Count up and down in 10ths Recognise 10ths arise from dividing an object into 10 equal parts

		Missing numbers	Count in multiples of 4.8,50 and 100 Write and calculate mathematical statements for division and multiplication Problem solving	+/- amounts of money in practical contexts Solve missing number problems Use inverse to check calculations **Measurement - length and perimeter** Measure, compare, +/- lengths (m/cm/mm) **Measurement – mass and capacity** Measure and compare +/- mass (kg/g) volume/capacity (l/ml) Use inverse to check calculation. Choose and use appropriate standard units to estimate and measure Compare and order measurement Use < > =	Record and compare times Know number of seconds in a minute; and the number of days in a month etc. Compare duration of time Problem solving	Recognise and write fractions of a discrete set of objects Unit fractions with small denominations Problem solving and reasoning +/- fractions with same denominator within one whole Compare and order fractions with the same denominator
SCIENCE	**Working Scientifically Biology, animals Including Humans Nutrition skeleton and muscles** • Identify that animals, including humans, need the right types and amount of nutrition and they cannot make their own food; they get	**Working Scientifically Rocks and fossils** • What is rock? • Explain the tree main types of rock • Use technical and geographical vocab to describe geographical process • What is erosion? • Investigate the different ways in which rocks may be eroded	**Working Scientifically Plants** • Identify & describe the functions of different parts of a flowering plant. • Explain plant requirements • Investigate ways in which water is transported within plants • Life cycle	**Working Scientifically Light and dark** • Recognise that is needed in order to see things and that dark is the absence of light • To notice that light reflects from surfaces • Recognise that light form the sun can be dangerous and there are ways to protect their eyes	**Working Scientifically Friction, magnetic forces** • Compare how things move on different surfaces • Notice that some forces need contact between 2 objects • Magnetic forces act as a distance • Compare and group everyday materials on	**Scientific investigation Could there ever be people like the Borrowers.** • Would they survive? • Would they function like mini-humans? • What would be barriers to their existence?

	nutrition from what they eat. • Identify that humans and some other animals have skeletons and muscles for support, protection and movement.	and the effect it has on the landscape.	• Pollination, seed formation and seed dispersal	• Recognise that shadows are formed when the light source is blocked • Find the patterns in the way that the size of shadows change Link with DT • Use a simple electrical circuit in a model	the basis of whether they are attracted to a magnet • Identify magnetic materials • Describe magnets as having two pole • Predict attract/repel	• Revisit facts about the human body and research studies on the probability that real 'Borrowers' would function completely differently to humans, if indeed they could survive at all.
HISTORY/ GEOGRAPHY	**HISTORY** **Egyptians** **Chronological Understanding** • Use timelines to place events in order • Understand timeline can be divided into BC and AD **Knowledge and understanding of past events, people and changes in the past** • Use evidence to describe the past: homes and settlements; cultures and leisure activities; clothes; way of life and actions of people • Buildings and their uses • People's beliefs and attitudes • Things of importance to people	**GEOGRAPHY** Link with Science **Volcanoes** **Earthquakes** look at the composition of the earth and find out how and why earthquakes occur • Ask and respond to geographical questions • Analyse evidence and draw conclusions e.g. make comparisons between locations using different media • Understand and use a widening range of geographical terms • Make detailed fieldwork sketches/diagrams • Use fieldwork instruments (camera, rain gauge) **Human and Physical Geography**	**HISTORY** **Late Neolithic** **Chronological Understanding** • Use timelines to place events in order **Knowledge and understanding of past events, people and changes in the past** • Use evidence to describe the past: homes and settlements; cultures and leisure activities; clothes; way of life and actions of people • Buildings and their uses • Use evidence to find out how these things may have changed over time • Describe similarities and differences	**HISTORY** **Bronze Age and Iron Age** **Chronological Understanding** • Use timelines to place events in order **Knowledge and understanding of past events, people and changes in the past** • Use evidence to describe the past: homes and settlements; cultures and leisure activities; clothes; way of life and actions of people • Buildings and their uses • Use evidence to find out how these things may have changed over time • Describe similarities and differences	**GEOGRAPHY** **Locational Knowledge** • Identify where countries are within the UK and the key topographical features • Name and locate the cities in the UK **Human and Physical Geography** • Identify physical and human features of the locality • Explain about the weather conditions/patterns around the UK and parts of Europe **Place Knowledge** • Understand why there are similarities	**HISTORY** **Childhood through history** • What was childhood like throughout history • Compare and contrast then and now • Use timelines to place events in order • Use evidence to describe the past: • Use evidence to find out how social behaviours and conditions may have changed over time

	• Differences between rich and poor • Use evidence to find out how these • things may have changed over time • Describe similarities and differences between people, events and objects **Historical Enquiry** • Use printed sources incl. artefacts etc to collect information about the past • Ask historical questions **Organisational and Communication** • Present findings about the past using speaking, writing ICT and drawing skills • Use dates and terms with increasing accuracy • Discuss different ways of presenting information for different purposes.	• Identify physical and human features of locality • Explain about weather conditions **Place Knowledge** • Understand why there are similarities and differences between places Develop an awareness of how places relate to each other.	between people, events and objects **Historical Enquiry** • Use printed sources incl. artefacts etc to collect information about the past • Ask historical questions **Organisational and Communication** • Present findings about the past using speaking, writing ICT and drawing skills • Use dates and terms with increasing accuracy Discuss different ways of presenting information for different purposes.	between people, events and objects • Show changes on a time line **Historical Enquiry** • Use printed sources incl. artefacts etc to collect information about the past • Ask historical questions **Organisational and Communication** • Present findings about the past using speaking, writing ICT and drawing skills • Use dates and terms with increasing accuracy Discuss different ways of presenting information for different purposes.	and differences between places Develop an awareness of how places relate to each other	
SIGNIFICANT PERSON	Emmeline Pankhurst	Mary Anning	Howard Carter	Patrick Moore	Benjamin Franklin	Ellie Simmonds/ Wolfgang Amadeus Mozart
Art/DT	**ART** **Colour Theory**: Secondary Colours • Experiment and begin to demonstrate the different effects and	**ART/DT** Use different types of rocks to arrange into interesting sculptural forms –**Andy Goldsworthy**.	**ART** **Colour Theory:** Explore Black and white tones (main piece – landscape	**ART/DT** **Explore Fabrics and Texture** (main piece – 3D sculpturing using sewing skills)	**DT** **Food – feasts** Design, plan and prepare a meal to share	**ART/DT** **3D models** • Scaled models of every day objects,

	textures including blocking in colour, washes, thickened paint and creating textural effects • Experiment with different grades of mixed media and other implements to achieve variations in tone. • Introduce different types of brushes • Mix and use tints and shades Make a colour wheel	• Describe their observations using artistic and sensory vocabulary • Select techniques for purpose of task to demonstrate moods, feelings and movement	using black and white tones) • Observe and draw different fruits and vegetables, looking carefully at detail, such as colour, pattern and form. Experiment with different grades of pencil and other implements to create lines	• Select techniques for purpose of task to demonstrate moods, feelings and movement Apply techniques such as tearing, overlapping and layering to create images and represent textures	**Food and Nutrition** (refer to Science Term 1) • Say what to do to be hygienic and safe • Begin to be able to read and understand food labels • Measure and weigh ingredients appropriately Design Process • Demonstrate that design meets requirements • Complete a plan that shows the order and also what equipment and tools are needed • Use tools and equipment accurately • Investigate and analyse a range of existing products	focus on size and proportion. • Using everyday objects to create a Borrowers living space. Wire modelling
COMPUTING	**Input and Output devices** • Recognise familiar forms of input and output devices and how they are used • Make efficient use of familiar forms of input and output devices Keyboard Photo story	**Using Computers** • With support select and use a variety of software to accomplish goals Keyboard Photo story Microsoft Programs E-safety awareness – keeping information private and anonymous	**Networks** • Understand that computer networks enable the sharing of data and information. • Understand that the internet is a large network of computers and that information can be shared between computers Keyboard	**Net Searching** • Use simple search technologies • Use simple search technologies and recognise that some sources are more reliable than others. Keyboard Photo story Microsoft Programs	**Coding** •Design, write and debug programs that control or simulate virtual events. •Use logical reasoning to explain how algorithms work. Keyboard Photo story Microsoft Programs	**Media presentation** • Making of 'documentaries' on what we have learnt • Using stop frame to retell a simple story • Use presentation media to show changes in

	Microsoft Programs E-safety awareness -responsible adult		Photo story Microsoft Programs E-Safety awareness Using social media safely	E-safety awareness Using social media safely	E-safety awareness Passwords anonymity Awareness of social interactivity Positive and negative impact	childhood through social history.
R.E.	**Sikhism -** Guru Nanak/Gurpur • Retell stories linked to festivals and say why they are important to believers • Recall and name some of the ways religions mark milestones of commitment • Retell and suggest the meanings of stories from sacred texts about people who encountered God • Recall and name some stories from the sacred texts that inspire • Describe what some believers say or do as they pray • Recognise and identify some differences between religious festivals and other types of celebration •		**Lent (Christianity)** • Retell stories linked to festivals and say why they are important to believers • Recall and talk about some rules for living in religious traditions • Recall and name some of the ways religions mark milestones of commitment • Retell and suggest the meanings of stories from sacred texts about people who encountered God • Recall and name some stories from the sacred texts that inspire • Describe what some believers say or do as they pray • Identify beliefs about God • Respond thoughtfully to examples of how praying helps religious believers		**Judaism** Shavuot • Retell stories linked to festivals and say why they are important to believers • Recall and name some of the ways religions mark milestones of commitment • Retell and suggest the meanings of stories from sacred texts about people who encountered God • Recall and name some stories from the sacred texts that inspire • Describe what some believers say or do as they pray • Recall and talk about some rules for living in religious traditions • Suggest some ideas about good ways to treat others arising from their learning • Find out about at least two teachings from religions about how to live a good life	
PE (indoor and outdoor)	Hockey	Outdoor: Basketball Indoor: Gymnastics	Outdoor: Tag Rugby Indoor: Dance	Outdoor: Orienteering Indoor: multi=skills (Netball)	Outdoor: Football Indoor: Badminton	Outdoor: Cricket and Rounders Indoor: Athletics
PSHE	Settling back into school Mindfulness Developing a positive mindset Building friendships Developing the class community	**Health** Healthy Eating: • What makes a healthy diet • Energy in and out • How sleep keeps us healthy	**Relationships** Demonstrate own worth and that of others Express views confidently and list to and show respect for the views of others **Bucket Filling**	**Living in the Wider World** • Express how actions have consequences for themselves and others Describe the nature and consequences of bullying and can	**Living in the Wider World** (link text – The Kaypok Tree revisit from Term 2) Show how to care for the environment	

		• Make choices about how to develop healthy lifestyles	What makes a good friend?	express ways of responding to it	
MFL (KS2)	**Introductions** Je m'appelle est Key classroom objects • Show understanding of a range of familiar spoken phrases • Ask and answer simple questions • Repeat sentences heard • Use mostly accurate pronunciation • Recognise some familiar words and phrases in written form	**Days of the week** Key classroom instructions/routine objects • Listen to and accurately repeat particular phonemes in songs and rhymes and begin to make links to spellings • Read some familiar words and phrases in written form • Learn and remember new words encountered in reading	**Numbers to 20** Calculation including moins plus est Objects • Show understanding of a range of familiar spoken phrases • Ask and answer simple questions • Repeat sentences heard • Use mostly accurate pronunciation • Recognise some familiar words and phrases in written form	**Colours** Assign colours to objects = recite as a descriptive sentence animals • Write some single words from memory • Use simple adjectives such as colours and sizes to describe this orally • Record descriptive sentences using a word bank Recognise main word classes e.g. nouns adjectives and verbs.	**Speaking/writing in sentences** •Write some single words from memory •Use simple adjectives such as colours and sizes to describe this orally •Record descriptive sentences using a word bank Recognise main word classes e.g. nouns adjectives and verbs.
MUSIC	Listen to a variety of composers and their music. Moving onto developing musical vocabulary	Create musical patterns, using long and short notes. Begin to identify musical instruments.	Big Sing – awareness of pitch, pronunciation and audience Understanding rhythm and inter dimensional features.	Create a short musical pattern with long and short note Compose music – combine musical elements and choose sounds to achieve and effect.	Listening and appraising – types of composer and musicians Identifying genre features	Perform simple melodic and rhythmic parts Improvise repeated patterns.
SCHOOL VALUE	Kindness Relationship	Responsibility Independence	Excellence Resilience	Kindness Relationship	Responsibility Independence	Excellence Resilience
BRITISH VALUE	Integrity	Democracy	Mutual Respect	The Rule of Law	Individual Liberty	Tolerance / Mutual Respect